

SCHOOL
BULLETIN
PUBLICATIONS

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ORAL INSTRUCTION

—IN—

PRIMARY

GEOGRAPHY.

EMMA L. PARDON.



Helps in Teaching History.

1. *A Thousand Questions in American History.* 16mo, cloth, pp. 247. Price \$1.00.

This work has been prepared by an eminent teacher for use in his own school—one of the largest in the State. It shows rare breadth of view and discrimination, dealing not merely with events but with causes, and with the side-issues that have so much to do with determining the destiny of a nation.

2. *Helps in Fixing the Facts of American History.* By HENRY C. NORTHAM. 16mo, cloth, pp. 298. Price \$1.00.

Here all facts are presented in groups. The key-word to the Revolution, for instance, is LIBERTY, as shown in the accompanying table of *Key-Words*; and in like manner the events of the late civil war are kept chronologically distinct by the key-words SLAVES FREED. Chart No. 1 indicates by stars the years in each decade from 1492 to 1789, in which the most remarkable events occurred, while the colored chart No. 2 arranges the events in twelve groups.

L—exington.
I—ndependence.
B—urgoyne's Surrender.
E—vacuation.
R—etribution.
T—reason.
Y—orktown.

3. *Topics and References in American History*, with numerous Search Questions. By GEO. A. WILLIAMS. 16mo, leatherette, pp. 50. 50 cts.

This is a book of immediate practical value to every teacher. The references are largely to the lighter and more interesting illustrations of history, of a kind to arouse the thought of pupils by giving vivid conceptions of the events narrated. By dividing these references among the members of a class, the history recitation may be made the most delightful of the day.

4. *Dime Question Books, No. 5, General History*, and *No. 6, United States History and Civil Government.* By ALBERT P. SOUTHWICK. 16mo, paper, pp. 37, 32. 10 cts. each.

5. *Outlines and Questions in United States History.* By C. B. Van WIE. 16mo, paper, pp. 40, and folding Map. 15 cts.

The outgrowth of four years' practical work in the school-room with map prepared by a pupil as a suggestive model.

6. *Tablet of American History*, with Map of the United States on the back. By RUFUS BLANCHARD. Heavy paper, mounted on rollers, 3½ by 5 feet. Price, *express paid*, \$3.00.

The demand for a colored chart to hang upon the wall and thus catch the often-lifted eye of the pupil, has led to the preparation of this chart by an experienced author. The events of the four centuries are grouped in parallel belts of different colors, and upon the corners and sides are names of the States and Territories, with their etymology, etc., history of political parties, portraits of all the Presidents, Coats of Arms of all the States, etc. The map is engraved expressly for this chart by Rand & McNally, is colored both by States and by counties, and gives all the latest railroads, the new arrangement of time-lines, showing where the hour changes, etc.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

ORAL INSTRUCTION

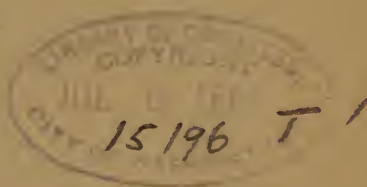
—IN—

PRIMARY GEOGRAPHY,

For Teachers' Use.

BY

EMMA L. PARDON.



SYRACUSE, N. Y.:

C. W. BARDEEN, PUBLISHER.

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PREFACE.

TO THE TEACHER.

This work is intended for the use of primary teachers, whose pupils are too young to use a text-book in geography. It is objective in its teaching, and is suitable for teachers all over the United States. The answers to most of the questions are given, so as to save the teacher the trouble of consulting other geographies. The writer has taught oral geography considerably, and knows these methods will give good results. They follow correct laws of obtaining knowledge, going from the simple to the complex, from the known to the unknown, etc. Feeling that there is a lack of hand-books in oral geography, she sincerely hopes this little work may be found useful to many primary teachers.

EMMA L. PARDON.

ALBANY, *May 18, 1888.*

ORAL INSTRUCTION IN PRIMARY GEOGRAPHY.

I. THE POINTS OF THE COMPASS.

INTRODUCTORY WORK.

First of all converse easily and readily with pupils on objects familiar to them, objects belonging to the Animal, Vegetable and Mineral Kingdoms. If pupils are very young, these easy talks may be carried to quite an extent. In this way they will become interested, and will learn to answer questions.

RELATIVE DIRECTIONS.

Then teach the relative directions Right, Left, Front, and Back, using objects in the school-room. Make sure that all know their right and left hands. Then test their knowledge, as:

Hold up right hand.

Hold up left hand.

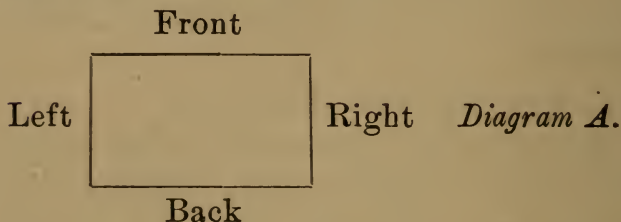
Have different pupils tell who sit on their right hand, who sit on their left hand, in front of, behind them.

In what part of the room is the teachers' desk? (Front.)

In what part of the room is the clock?

In what part of the room are the windows? the black-board? the door? and many other objects in the room that the teacher may use in her questioning.

After the pupils have a good idea of right, left, front and back, draw, on the board a diagram of the top of a pupils' desk (generally oblong; if pupils' desks are of a different shape, make the diagram of a corresponding shape). Thus:—



Write the word "*front*" on the line that represents the front of the child's desk; "*back*" on the back; "*right*" on the right-hand side, and "*left*" on the left-hand side.

Review all these points frequently, until well-known by all.

DIAGRAMS.

Draw next a diagram of the ceiling: this is simple. Then draw a diagram of the floor, locating the teacher's platform, rows of desks, etc. Then diagram the sides of the room, locating the windows, black-boards, or whatever the sides of the room contain. The front and back of the room may be treated in the same way: the teacher drawing the diagram on the black-board (with full explanations as to what every line represents), and the children copying them on their slates, or with paper and pencil, if preferred.

POINTS OF THE COMPASS.

When the relative directions, right, left, front, and back have been thoroughly learned, and drilled upon, then substitute the *absolute* directions (points of the compass), in place of them.

Ask how many have seen the sun rise? Then teach, East is where the sun rises.

Ask how many have ever seen the sun set?

Speak incidentally of the beauty of sun-sets. Teach, West is where the sun sets.

Have pupils point east, point west; face east, face west; tell who sits east of them, who sits west—being careful to call upon the backward pupils.

Then ask: If you stand facing the east, what direction is behind you? (West).

If you stand with your back to the east, what direction will be in front of you? (West.)

If you stand facing the west, what direction is at your back? (East.)

If you stand with your back to the west, what direction is in front of you? (East.)

The teacher should do this objectively: either face in these different directions herself, or call a pupil forward, and turn him or her about. Drill on these in as great variety as possible.

In close connection teach north and south. Say: "You now know east and west and how to find them. If you were in a strange place, and saw the sun rise, you would know that direction must be east, and the opposite

direction west. We have still to learn about two more directions."

Then teach, If you stand facing the east, the north is on your left hand.

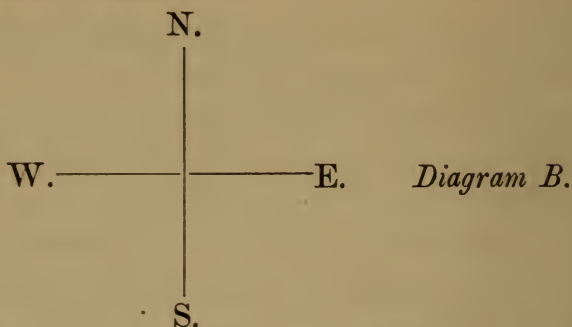
A good way to impress this is to write it on the black-board; let different pupils read it. If there is a black-board on the north side of the room, write the word North upon it; or if there is no black-board on that side, tack up a piece of white paper with the word North written largely and plainly upon it.

Ask: Who sit north of you? What objects are in the north side of the room? Point to the north. Face the north. Name pupils sitting on the north side of the room, and ask kindred questions.

Teach, If you stand facing the east, the south is on your right hand. Follow a similar method of drill as in teaching the north. Have children face south, point south, walk south, tell who sits south of them, objects in the south part of the room, etc.

Draw on the floor two straight lines crossing at right angles, one running north and south, the other east and west. Put on

the points of the compass in their respective places. Thus:



Let a pupil walk north and south; let the teacher walk, and ask in what direction she is walking. These ways of impressing the points of the compass may be extended according to the ingenuity of the teacher.

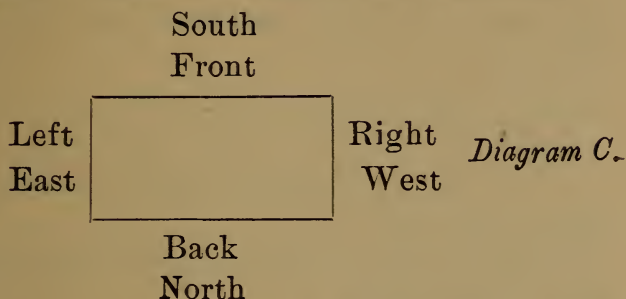
Have pupils draw again a diagram of their desk, using words right, left, front, back; then write besides these words, north, south, east, and west in their places.

“What direction is in front of you?” It may be south, if so write the word South above the word front.

“What direction is behind you?” (North.) Write North below back.

“What direction is at your right hand?” (West.) Write West on the diagram below the word right.

“What direction is on your left hand?”
(East.) Write East below the word left.



This simple diagram will be found a great help in fixing the directions in the mind of the child.

QUESTIONS ON THE POINTS OF COMPASS.

Where is the east? (Where the sun rises.)

Point to the east.

Who sits east of you?

Who east of him or her?

Stand facing the east.

Name some object on the east side of the room.

Where is the west? (Where the sun sets.)

Point to the west.

Point to the south.

Face the north.

Who sits west of you?

Who sits south of you ?

Who sits north of you ?

Name some objects on the north side of the room.

Name some objects on the west side.

Name some objects on the south side.

What street (or lane) is on the east side of the school-house ?

What street (or lane) is on the north side of the school-house ?

What street (or lane) is on the west side of the school-house ?

What street (or lane) is on the south side of the school-house ?

If you face east, where is the north ?

(Teach, North, south, east, and west are called points of the compass.)

In what direction is the clock from you ?

In what direction is the teacher's desk from you ?

On what side of the room are the windows ?

On what side (or sides) are the black-boards ?

On what street (or streets) is your school located ?

Name some streets that run east and west.

(Teach a list of six or eight in the neighborhood of the school.)

Name some streets running north and south.

Name a street parallel to the one on which your school is.

NOTE:—At this period use diagram C, and place around it the streets that bound the block your school is in, putting down the street on the south of your school above the word South on the diagram; the street on the west of school-house, below the word West; the street on the north, below the word North; and the street on the east of the school, below the word East. Drill thoroughly, till they can readily answer this: Bound the block your school is in.

LOCAL GEOGRAPHY.

Then teach points of interest connected with your city or village. Its public buildings, their uses and location. The geographical surroundings of your city: rivers, canals, woods, rail-roads, what cities are near, etc. Teach the hotels, newspapers, horse-cars, occupations, number of inhabitants, principal streets.

QUESTIONS ON LOCAL GEOGRAPHY.

Name the three principal business streets of your place.

Tell in what direction each runs.

What is the place you live in called? Then draw out the idea of a city, village, etc.

What is a city? Answer. A city is a large collection of people, living in houses lying closely together.

What is a village? Answer. A village is a small collection of people, living in houses lying closely together.

Name the cities nearest your city.

Name five streets running north and south.

Name five streets running east and west.

Name four public buildings.

What is meant by a public building? (Not private but for the public good, etc.)

Locate the City Hall.

Locate the Post Office.

Locate the public library.

Name and locate a park.

On what river (if any) is your city located?

Of what use are horse-cars?

Name some occupations common in your city.

Name some mills in or near your city.

Name some tools used by a carpenter.

Name some tools used by a mason.

How many inhabitants has your city or village?

Locate the public market.

What are newspapers for?

Name three leading newspapers.

Name the three largest hotels in your city.

Locate them.

By what streets do you go to school?

By what streets do you return home?

In what directions do these streets run?

TEACH CAREFULLY.

I live in the city (or village) of ———.

I live in the county of ———.

I live in the State of ———.

I live in a country named the United States.

DIVISIONS OF LAND AND WATER.

Begin by having pupils name lakes, islands, rivers, etc., that are in the vicinity, and with which they may be already familiar. Use the molding-table in teaching all the divisions of land and water, so far as practicable; good pictures will also be a help. When the child can make the division under

consideration on the molding-table, teach him to point it out on the map, then teach the definition.

ISLAND.

How many have ever been on an island? Ask those who have been, to tell what island it was, and to tell how the island looked, what grew on it, and what was all around it. Have the class at the molding-table, with the teacher at the head, prepare for work. Let the teacher make an island, and the class form one, copying her model. (Let each child have a tin pan, and keep the table and himself perfectly clean.) If you have no molding-table, a small piece of sod on a piece of looking-glass, will give a very good idea.

(NOTE:—Teach that the colored part of the map stands for land, and the blue part for water; that north is at the top of the map; south is at the bottom; east is at the right hand, and west is at the left hand.)

Then teach them to point out islands on the map; use any map you may have at hand, that contains islands. Have if possible a map of your city, and teach any islands that

may be thereon. The teacher may use city map in connection with local geography, finding public buildings, principal streets, parks, etc., on it. Teach a list of islands that are in your immediate vicinity. Have pupils memorize this definition: *An island is a body of land entirely surrounded by water.*

PENINSULA.

Use molding-table, pictures, map. Teach a list of peninsulas, as South America, Africa, Florida. Teach this definition: *A peninsula is a body of land almost surrounded by water.*

CAPE.

Make a peninsula or an island on the molding-table; then form a cape on it. Draw an island on the black-board making part of it extend out as a cape. Teach the form-name *Cape*, and select capes on the different maps you may have. Give a list of capes, as Cape Cod, Cape Fear, Cape Lookout. Teach the definition: *A cape is a point of land extending into the water.*

CONTINENT.

Give an idea of great size, and that it contains many countries. Teach that there are two continents, the Eastern Continent and

Western Continent; the Eastern Continent contains more land than the Western; we live on the Western. Teach this definition: *A continent is a great body of land.* Point out on map and globe.

ISTHMUS.

Give idea that an isthmus joins bodies of land, as the neck joins the head and body. Point out on maps and globe. Teach the definition: *An isthmus is a narrow neck of land that joins two larger bodies of land.* Examples, Isthmus of Panama and Isthmus of Suez.

COAST OR SHORE.

Have pupils trace with a pointer the coasts of countries on maps. Teach the definition: *The coast or shore is that part of the land bordering on the water.*

MOUNTAINS AND HILLS.

Teacher and pupils at molding-table as before, make a hill of sand. Give a few names of hills in native place. Teach the definition: *A hill is a low elevation of land.* Teach: *A mountain is a high elevation of land.* Show how mountains are marked on maps. Have children point to mountains on maps.

Names of mountains in vicinity, if any.
Teach: *The bottom of a mountain is called its base. The top of a mountain is called its summit.*
Show base and summit on the molding-table.
Teach this definition: *A volcano is a burning mountain.*

VALLEYS.

Form one at table. The Hudson River Valley, the Mississippi Valley, are examples.
Teach the definition: *A valley is the low-land between hills and mountains.*

PLAINS.

A plain is a level tract of land.

DESERTS.

Explain, nothing grows on deserts except in certain spots; it is like a sea of sand.
Definition: *A desert is a dry sandy plain* Example, Arabia.

DIVISIONS OF WATER.

RIVERS.

Almost every child has seen a river. Form at table through the midst of an island or peninsula a winding path through the sand; this may represent a river. Pictures also may be used. Point out rivers on maps.

Give names of familiar rivers, Hudson River, Mohawk river, Ohio River, Mississippi River, Delaware River, etc. Teach this definition: *A river is a large stream of water.* Teach also: *A creek is a small stream of water.* Give the names of a few creeks.

LAKES.

A lake may be easily formed amidst the sand, leaving a bare place for the lake. Have pupils select lakes from the map. Teach a list of familiar lakes, Lake George, Lake Erie, etc. Teach the definition: *A lake is a body of water surrounded by land.* Say that most lakes have rivers flowing into them or from them; and that the water in lakes and rivers is fresh. Teach also: *A pond is a small lake.*

SEA OR OCEAN.

The sea or ocean is that great body of salt water which entirely surrounds the continents and islands. Teach there are five divisions, Pacific, Atlantic, Indian, Arctic and Antarctic.

SEA, GULF, OR BAY.

Form these at table in a coast. Select them from map. Sea, gulf and bay mean *about* the same thing. Caribbean Sea, Gulf of Mexico, Hudson Bay, are examples. Teach

this definition: *A sea, gulf, or bay is a body of water nearly surrounded by land.*

HARBOR.

A harbor is a bay where ships may safely anchor.
New York harbor, for example.

STRAIT.

A strait or channel is a narrow passage of water joining two larger bodies of water. Davis Strait joins Baffin Bay and the Atlantic Ocean.

SOUND.

A sound is a passage of water so shallow that its depths can be easily measured.

(NOTE: If the teacher thinks any of the definitions of divisions of land and water are too difficult for her pupils, it might be well to omit them. This subject should be reviewed frequently.)

COUNTY.

Teach: *A county is a division of a State.*
Teach the number and names of the townships into which your county is divided; also the number of cities and their names; teach the rivers in your county, also mountains, lakes, ponds, creeks, islands, etc., reviewing

the definitions of island, peninsula, river, etc. Teach the children to bound your county: also to draw easy out-line map of county. Give any facts of historic interest it may possess.

STATE.

Definition: *A State is a division of the United States.* Teach name of your State; also any special name it may have, as Pennsylvania is called the Keystone State, and New York the Empire State. Teach the number of counties in your State; teach the capital with its location; teach the chief productions; also the principal rivers, cities, mountains, etc.

(NOTE: that the higher the child advances, the less minutia should be taught.)

COUNTRY.

Teach that the name of our country is the United States; that it is a union of thirty-eight States; that when first formed it only contained three States, but is now one of the greatest countries in the world. The city of Washington is the capital of the United States.

THE EARTH.

Teach the earth as a whole, and that it is round like an orange, only many, many times.

larger. Its surface or out-side is made up of land and water; that one-fourth of the earth's surface is land and three-fourths water; use globe and map of the hemispheres; teach the grand divisions of each continent and to point them out on globe and map; teach that the earth contains many different countries, which are occupied by different races of men; teach that some countries are very hot, and some very cold, some are neither too hot nor too cold and are called temperate countries; that each country has its own inhabitants,—they can live best in their own country: for example, a person in a very hot country could not live well in a cold country.

PRODUCTIONS.

Teach that scarcely anything grows in very cold countries. In hot countries, oranges, bananas, pine-apples, rice, cotton, sugar-cane, etc., grow. In temperate countries, where we live, some of the things that grow are potatoes, grapes, tea, apples, pears, plums, pears, barley, rye, oats, etc.

ANIMALS.

Some of the animals living in *hot* countries, are elephant, camel, lion, tiger, and leopard.

Some of the animals found in *cold* countries, are rein-deer, bears, wolves and foxes. Some of the animals found in *temperate* countries, are the buffalo, bear, deer, wolf and fox.

RACES OF MEN.

Teach there are five different races of men: white race, yellow race, black race, brown race, and red race. All will be acquainted with the white race; examples, most of the people of Europe and America. Yellow race, example, the Chinese. Black race, example, the negroes. Brown race, those living on the islands in the Pacific Ocean. Red race, example, the Indians.

DRILL QUESTIONS.

1. In what direction is the clock from you?
2. In what direction is the teacher's desk from you?
3. In what direction are the windows from you?
4. Draw a diagram of the floor of the school-room.
5. Name five streets running east and west.
6. Name five streets running north and south.

7. Describe your route to school, streets and directions.

8. Describe your route home, streets and directions.

9. In what city do you live?

10. What is a city?

11. How many wards in your city?

12. Name the Mayor of your city.

13. Name three occupations common in your city.

14. Name three tools used by a carpenter.

15. Name three tools used by a mason.

16. What street is south of your school-house?

17. What street is east of your school-house?

18. What street is north of your school-house?

19. What street is west of your school-house?

20. Locate the Post Office.

21. Locate the City Hall.

22. Locate the Public Library, (if there is one.)

23. Locate the High School.

24. Name four streets that run parallel.

25. Where is the east?

26. Where is the west?
27. Name three hotels in your city.
28. In what ward do you live?
29. Name the three principal business streets.
30. In what part of the city is the park?
31. On what river (if any) is your city?
32. Name the cities nearest your city.
33. Name the chief newspapers in your city.
34. What is done at the Capitol?
35. What is done at the City Hall?
36. What is done at the Post Office?
37. What is a county?
38. In what county do you live
39. Bound your county.
40. Name some mountains in your county.
41. What is a mountain?
42. Name three or four islands in your county.
43. What is an island?
44. Name some creeks in your county.
45. What is a creek?
46. Name some rivers in your county.
47. What is a river?
48. Name some lakes in your county.
49. What is a lake?

50. What is a pond?
51. Name all the cities in your county.
52. In what State do you live?
53. How many counties in your State?
54. How many cities in your State.
55. What city is the capital of your State?
56. What is a State?
57. Who is Governor of your State?
58. Name some rivers in your State.
59. Name some cities in your State.
60. How many States in the United States?
61. What is the highest officer in the country called?
62. Who is President of the United States?
63. What city is the capital of the United States?
64. What is the shape of the earth?
65. Of what is the earth's surface composed?
66. How much of the earth's surface is land?
76. How much is water?
68. Name the grand divisions of land.
69. How many hemispheres are there?
70. How many continents are there?
71. In which continent do we live?

72. Name some things that grow in hot countries.

73. Name some things that grow in temperate countries.

74. Name some animals of the hot countries.

75. Name some animals of the cold countries.

76. Name some animals of the temperate countries.

77. How many races of men are there?

78. Give an example of the red race.

79. Give an example of the yellow race.

80. Give an example of the black race.

81. Name three race of men that you have seen.

82. Where do the white race chiefly live?

83. Which race is the highest in knowledge?

84. What is the sea or ocean?

85. What is a harbor?

86. Name a harbor.

87. Name a bay.

88. Name a gulf.

89. Name some ponds.

90. Name a desert.

91. What is a desert?

92. Name two peninsulas.
93. Where is north on a map?
94. Where is south on a map?
95. Where is east on a map?
96. Where is west on a map?
97. Draw a diagram of the block your school is in.
98. Draw an outline map of your city (or village).
99. Draw an outline map of your county.
100. Of what use is it to study geography?



Books for Young Teachers.

1. *Common School Law for Common School Teachers.* A digest of the provisions of statute and common law as to the relations of the Teacher to the Pupil, the Parent, and the District. With 500 references to legal decisions in 28 different States. 14th edition, wholly re-written, with references to the Code of 1888. By C. W. BARDEEN. 16mo, cloth, pp. 120. Price 75 cts.

The reason why the teacher should make this his first purchase is that without a knowledge of his duties and his rights under the law he may fail either in securing a school, in managing it, or in drawing the pay for his services. The statute provisions are remarkably simple and uniform. The decisions of the Courts, except upon two points, here fully discussed, follow certain defined precedents. An hour to each of the eleven chapters of this little book will make the teacher master of any legal difficulties that may arise, while ignorance of it puts him at the mercy of a rebellious pupil, an exacting parent, or a dishonest trustee.

2. *Hand-Book for Young Teachers.* By H. B. BUCKHAM, late principal of the State Normal School at Buffalo. Cloth, 16mo, pp. 152. Price 75 cts.

It anticipates all the difficulties likely to be encountered, and gives the beginner the counsel of an older friend.

3. *The School Room Guide*, embodying the instruction given by the author at Teachers' Institutes in New York and other States, and especially intended to assist Public School Teachers in the Practical Work of the School-Room. By E. V. DEGRAFF. *Thirteenth edition*, with many additions and corrections. 16mo, cloth, pp. 398. Price \$1.50.

As distinguished from others of the modern standards, this is a book of *Methods* instead of theories. It tells the teacher just what to do and how to do it; and it has proved more practically helpful in the school-room than any other book ever issued.

4. *A Quiz-Book on the Theory and Practice of Teaching.* By A. P. SOUTHWICK, author of the "Dime Question Books." 12mo, pp. 220. Price \$1.00.

This is one of the six books recommended by the State Department for study in preparation for State Certificates. The others are Hoose's *Methods* (\$1.00), Hughes's *Mistakes* (50 cts.), Fitch's *Lectures* (\$1.00), Page's *Theory and Practice* (\$1.25), and Swett's *Methods* (\$1.25). We will send the six post-paid for \$5.00.

5. *Mistakes in Teaching.* By JAMES L. HUGHES. American edition, with contents and index. Cloth, 16mo, pp. 135. Price 50 cts.

More than 15,000 have been used in the county institutes of Iowa, and elsewhere superintendents often choose this book for their less thoughtful teachers, assured that its pungent style and chatty treatment will arrest attention and produce good results.

6. *How to Secure and Retain Attention.* By JAMES L. HUGHES. 16mo, cloth, pp. 97. Price 50 cts.

This touches attractively and helpfully upon the first serious difficulty the teacher encounters. No young teacher should neglect these hints.

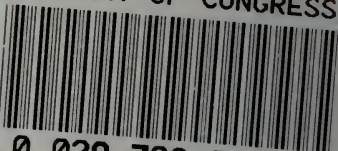
7. *Primary Helps.* A Kindergarten Manual for Public School Teachers. By W. N. HALLMANN. 8vo, boards, pp. 58, with 15 full-page plates. Price 75 cts.

In these days, no primary teacher can afford to be ignorant of "The New Education," and this is perhaps the only volume that makes kindergarten principles practically available in public schools.

8. *Dime Question Book, No. 4, Theory and Practice of Teaching.* 16mo, paper, pp. 40. Price 10 cts. By A. P. SOUTHWICK.

A capital preparation for examination.

C. W. BARDEEN, Publisher, Syracuse, N. Y.



0 029 708 221 8

School Bulletin Tea

The School Agency has become an absolute necessity for the best teachers and the best places, where each can get the place he is best fitted for, and work that is the most congenial.

The most of our teachers come to us to take advantage of what our system can do toward introducing DISCRIMINATION in the hiring of teachers. For years we have urged that this was all good teachers needed. Make sure that only well-fitted teachers shall fill a certain place, and salary will take care of itself. Toward this our Agency has already done something, and will do more. The school-board that comes to us can have the teachers of the whole country to choose from, instead of having to select from those that happen to be near by. The teacher may specify the kind of work he wants to do, and if he is well-fitted and will be patient, he can get it.

Whether this Agency is trustworthy may be judged from the fact that it has filled the following one hundred principalships in New York normal, high, and village schools, and academies, besides several times as many subordinate positions. The numbers in parenthesis show how many times we have filled the place.

Alexander, Amenia *Ac.*, Amsterdam *Ac.*, Andes, Andover, Angola, Auburn (\$2000), Ausable Forks, Baldwinsville, Belfast, Brasher Falls, Cambridge, Canandaigua (\$1500), Canandaigua *Ac.* (\$2000), Canastota, Castile, Cayuga, Champlain, Chittenango (2), Cicero, Cincinnatus *Ac.*, Collins Centre (3), Community *Ac.*, Crown Point, Dresden, Dundee, Dunkirk, East Springfield *Ac.* (3), East Syracuse, Elmira (\$1450), Fairfield *Sem.*, Friendship *Ac.*, Geddes, Ghent, Granville (2), Greenville *Ac.*, Heuvelton, Homer, Hudson, Ilion (\$1600), Ives *Sem.* (2), Jasper, Kyserike, Lafayette, Lawrenceville *Ac.*, Lysander (2), Manlius, Mannsville, Middletown, Mohawk, Moravia, Morrisville, Newark, Northport (2), Ovid, Owego (\$1500), Painted Post, Phoenix (\$1500), Pompey *Ac.*, Port Jervis (2), Potsdam (\$2800), Poughkeepsie (2, \$1200 and \$1800), Rensselaerville *Ac.* (2), Richfield Springs (2), St. Johnsville (2), Salamanca, Sandy Creek, Saratoga Springs, Savannah, Silver Creek, So. New Berlin, Spencer, Stamford, Syracuse (\$1500), Ticonderoga, Trumansburgh, Unadilla, Warsaw, Washingtonville, Waterford, West Troy, Westbury Station (2), Westport, Whitney's Point, Williamstown, Yates *Ac.*

Among positions in other States may be mentioned :

For *men*, Jersey City, \$2600 and \$2500; Leavenworth, Ks., \$2000; Yankton, Dak., \$1500; Peru, Neb., \$1200; Hawley, Pa., \$1000; East Orange, N. J., \$1000; Ouray, Colo., \$1000; New Orleans, La., \$1000; etc. For *women*, Marshalltown, Ia., \$1000; St. Joseph, Mo., \$850; Napa, Cal., \$800; Ishpenning, Mich., \$700; So. Norwalk, Ct., \$650. Among places for women in New York, we may mention Buffalo Normal, \$1200, Saratoga, \$1000, Kingston, \$800, etc.

If you want a better position, is it not fair to assume that your best method is by application to this Agency? For *Announcement for 1888, Testimonials, Agency Query Box* giving answers to the questions most often asked, and *Application Blank*, send stamp to

C. W. BARDEEN, Syracuse, N. Y.